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ABSTRACT

One part of a five-phase study was conducted to develop a database that identifies the professional improvement needs of postsecondary career counselors as expressed by individuals responding to a survey and to disseminate the findings of the needs assessment to the coordinators/directors of local institutions for planning faculty development. Information was gathered through a review of literature that identified competencies/tasks performed by individuals employed as postsecondary career counselors. These tasks were then validated by practitioners at four Texas colleges. A needs assessment was conducted by mailing questionnaires to coordinators/directors of faculty development asking for the present and desired levels of development of their career counselors for 92 task/competency statements. Biographical information also was collected. The study found that 54 percent of the 185 responding career counselors felt that development efforts in their institutions were inadequate; however, 73 percent of the respondents had completed a professional development course in technical/vocational education. The respondents indicated a need for professional development in all 92 competency/task statements on the questionnaire, with the most pressing needs related to the implementation of career guidance programs. Recommendations were made to develop more extensive professional development programs for postsecondary career guidance counselors. (Appendixes include a job inventory survey and the needs assessment questionnaire.) (KC)

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PROFESSIONAL IMPROVEMENT ASSESSMENT PROJECT

A SUMMARY REPORT OF PROFESSIONAL IMPROVEMENT NEEDS OF

POSTSECONDARY CAREER COUNSELORS

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I. INTRODUCTION

Background

This summary report is one of five summary reports generated by the Professional Improvement Assessment project conducted by the University of North Texas. The University of North Texas was the successful bidder for the Coordinating Board's RFP:

> 1300-B, an assessment of current institutional policies and activities with respect to funding and other support of faculty development, and development of case studies of effective models for dissemination to encourage implementation of effective practices and/or workshops.

The objectives of the approved project were:

A. Conduct an assessment of technical/vocational faculty and staff (administrators, counselors) professional development activities currently being conducted by Texas community/junior colleges and technical institutes.

B. Prepare and disseminate the results of the assessments.

C. Evaluate the project in terms of project installation, process, and products.

Statement of the Problem

The major purpose of this phase of the study was to develop a database that identified the professional improvement needs of postsecondary technical/vocational personnel as expressed by individuals responding to the survey. Two anticipated results of the project were:

1. The establishment of a database that could be used by staff of the Community College and Technical Institutes Division of the Coordinating Board in making management decisions to improve,

modernize, and develop a higher quality of statewide postsecondary technical/vocational professional improvement activities; and

2. Disseminate the findings of the needs assessment to the coordinator/directors of local institutional plans for faculty development.

Significance of the Study

The identification of the professional improvement needs of postsecondary technical/vocational personnel is essential for the well-being of both students and instructors. Preparation and professional improvement activities conducted by teacher education institutions for technical and vocational personnel have, in the past, been directed almost exclusively at the secondary level. Teacher education institutions have addressed very well the preparation and professional improvement of faculty for general and academic areas of postsecondary education. It is projected, that as long as subject mastery for technical/vocational programs is best achieved by work experience, the professional education for postsecondary technical/vocational instructors will continue to be provided through inservice professional improvement activities.

Therefore, a critical void of professional preparation/improvement exists for postsecondary technical/vocational personnel. Primarily this void is the lack of identified professional competencies being developed through organized courses by teacher education institutions.

Further, it is essential that the individual's (instructor, career counselor, administrator) own perception of professional improvement needs become the basis for the instructional content of any professional improvement activity or organized course.

II. PROCEDURES

One of the major tasks performed in the achievement of objective "A" was to conduct a statewide assessment of professional development needs of full-time postsecondary technical/vocational administrators, health occupations instructors, and career counselors.

The project staff conducted a review of the literature to identify competencies/ tasks performed by individuals employed in three technical/vocational positions specified above. The three lists of competency/task statements and a draft of a format for validating the competency/task statements was submitted to the project advisory committee for review and approval or recommendations for approval. The format "Job Inventory Survey" for validating competencies/tasks of incumbent workers and the task/competency statements were approved by the advisory committee members. A copy of the job inventory survey is presented in Appendix A.

The statements on the job inventory survey were validated by practitioners at TSTI-Waco, Texas Southmost College, South Plains College, and College of the Mainland.

The statements which were validated at the four postsecondary institutions were then placed on the three professional improvement needs assessment questionnaires. The format for the professional improvement needs assessment questionnaire was approved by the project advisory committee on July 25, 1990. A copy of the needs assessment questionnaire for Postsecondary Career Counselors is presented in Appendix B.

The needs assessment was conducted by mailing the questionnaires to the coordinator/director of the institutional plan for faculty development. The coordinator/director distributed and collected the questionnaires on their respective campus. Individuals responding to the questionnaires completed the survey form and returned it to the coordinator/director in a sealed envelope. The coordinator/director mailed the completed questionnaires to the University of North Texas for analysis and reporting. A complete description of the procedures for conducting the project is printed in the Final Report sent to the Coordinating Board. Other summary reports resulting from this project are:

- Summary Report of the Professional Improvement Needs of Administrators of Postsecondary Technical/Vocational Education;
- Summary Report of the Professional Improvement Needs of Faculty For Postsecondary Health Occupations Programs;
- A Compilation of Reported Professional Development Activities and Effective Models of Faculty Development for Postsecondary Technical/ Vocational Personnel; and
- Summary Report of Policies/Procedures of Postsecondary Institutional Plans For Faculty Development.

III. PRESENTATION OF FINDINGS

The findings of the professional development needs assessment is presented under the headings of biographical information and professional development needs. In most cases the findings are presented in terms of the percent of individuals responding to a question or statement. Only whole numbers were used in the tabulations, therefore the total of responses will not necessarily equal to 100 percent.

Biographical Information

Biographical information about the career counselor respondents was collected in the areas of educational attainment, employment experience, professional improvement, and perception of local institutional faculty development activities. For the purpose of this assessment, career counselors includes those counselors who have a primary responsibility of assisting students who desire to pursue a technical/vocational objective and/or supported in part or totally with Carl Perkins funds. The compilations of the biographical data reported for administrators of postsecondary technical/vocational programs is presented in Table 1.

It was found that ninety-eight percent of the responding administrators had attained educational degrees at or above the master's level. Seven percent of the career counselors had taught a vocational subject at the secondary level. Twenty-two percent of the respondents had one or more years of teaching a technical/vocational course at the postsecondary level.

It was observed that thirty-four percent of the responding career counselors had experience as an administrator or supervisor at the postsecondary level.

TABLE 1

Biographical Data
of
Career Counselors

Highest level of educational attainment	Percent of Respondents
High School/GED	____%
Technical Diploma	____%
Associate Degree	1 %
Bachelor's Degree	4 %
Master's Degree	86 %
Doctorate	12 %

Secondary Teaching Experience

Teaching Academic Subjects		Teaching Vocational Subjects	
No. of Years	Percent of Respondents	No. of Years	Percent of Respondents
1 - 5	12 %	1 - 5	4 %
6 - 10	10 %	6 - 10	2 %
11 or more	3 %	11 or more	1 %

Postsecondary Teaching Experience

Teaching Academic Subjects		Teaching Technical/Vocational Subjects	
No. of Years	Percent of Respondents	No. of Years	Percent of Respondents
1 - 5	18 %	1 - 5	9 %
6 - 10	10 %	6 - 10	7 %
11 or more	14 %	11 or more	6 %

TABLE 1 (cont.)

Administrator/Supervisor Experience

	Secondary		Postsecondary
1 - 5	5 %	1 - 5	13 %
6 - 10	6 %	6 - 10	7 %
11 or more	1 %	11 or more	14 %

Employment Outside of Education

No. of Years of employment experience	Respondents employed by business, industry, or government	Respondents having experience through self employment
1 - 5	42 %	12 %
6 - 10	11 %	3 %
11 or more	15 %	2 %

Respondents presently pursuing a degree

Bachelor's _____ % Master's 3 % Doctorate 15 %

Respondents completing professional vocational teacher education courses

No courses	27 %	7 - 9 courses	9 %
1 - 3 courses	41 %	10 - 15 courses	3 %
4 - 6 courses	13 %	More than 15 courses	6 %

TABLE 1 (cont.)

Respondents completing professional vocational teacher education during the past two years

None 76 % 1 course 9 % 2 courses 2 %

3 courses 7 % 4 or more courses 5 %

Are technical/vocational faculty (includes administrators and career counselors) at your institution required to participate in professional improvement activities?

77 % Yes 28 % No

Do you feel that the present in-service staff development efforts in your institution are adequate?

47 % Yes 53 % No

Are faculty in your institution provided useful assistance in developing a personalized plan for professional development?

36 % Yes 64 % No

Sixty-eight percent of the career counselors experienced employment in business, industry, or government.

It was found that twenty-seven percent of the responding counselors had not completed any professional vocational teacher education courses. Of the seventy-three percent who had completed vocational teacher education courses, seventy-six percent had not completed any of the courses during the last two years.

Forty-seven percent of the respondents felt that the present in-service staff development efforts of their institution was adequate. Only thirty-six percent of the respondents felt that the institutions provided them with useful assistance in developing a personalized plan for professional development.

Professional Development Needs

The priorities for the professional development needs of postsecondary career counselors are presented in Table 2. The ninety-two competency/task statements are listed in a descending rank order according to the adjusted need index. The upper quartile of the ranked professional development needs of the career counselors ranged from an adjusted need index of 7.20 to 9.85. The lowest adjusted need index for the ninety-two statements was 2.45.

In the upper quartile of the competency/task statements, eight of the statements were in the professional development category "C: Implementing" career guidance programs, six were in category "A: Guidance Program Planning", and four statements were in category "D: Operating" a career guidance program.

TABLE 2

PROFESSIONAL DEVELOPMENT NEEDS OF POSTSECONDARY CAREER COUNSELORS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
B1	35	Legislation: Influencing Public Policies for Improved Career Guidance Programs	9.85
B2	35	Proposal Writing: Obtaining New Funding For Career Guidance Programs	9.15
C40	40	Compile Information on Federal and State Legislation that May Influence Career Development	8.60
E2	56	Evaluation-Based Decisions: Communicating and Using Evaluation Results for Improving Career Guidance Programs	8.50
E1	55	Evaluation: Determining Effectiveness of Career Guidance Program Components and Program Impact	8.45
B5	51	Staff Development: Improving Career Program Development Through Staff Learning Activities	8.35
C38	69	Inform Individuals of Employment-Related Requirements Such As Labor Laws, Licensing, Credentialing and Certification	7.85
A9	42	Implement Management Concepts, Leadership Styles, and Techniques to Bring About Needed Change	7.75
A21	35	Convey Program Goals and Achievements to Legislators, Professional Groups, and other Key Leaders	7.70
A14	45	Identify Barriers Affecting the Implementation of Career Development Programs	7.65
A24	57	Identify Differing Cultural Values and Their Relationship to Work Values	7.65
D5	58	Identify, Develop, and Use Record Keeping Methods	7.65
C41	54	Use Career Development Resources and Techniques Designed for Specific Groups	7.50
C39	65	Maintain Linkage with State and Local Referral Services or Agencies for Job, Financial, Social, and Personal Service	7.45
C6	41	Follow-Through and Follow-Up: Facilitating Technical/Vocational Program Leavers/Completers Adjustment and Guidance Program Improvement	7.45

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF
POSTSECONDARY CAREER COUNSELORS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
D4	49	Information Processing: Organizing For Effective Guidance Program Information Flow	7.45
D9	51	Establish Linkages With Community-Based Organizations	7.45
C33	79	Identify Changes Taking Place in the Economy, Society, and Job Market	7.40
C45	65	Find Appropriate Methods or Resources to Communicate with Limited English Proficient Individuals	7.40
D2	62	Professional Growth: Ensuring Continuous Growth in the Career Development of Guidance Program	7.40
C12	45	Research: Studying Career Guidance Research Issues and Practice	7.35
A13	43	Develop Procedures for Program Adoption and Planned Change Strategies	7.20
A23	55	Identify Community Resources and Establish Linkages to Assist Adults with Specific Needs	7.20
A22	63	Identify Unique Career Planning Needs of Minorities, Women, the Handicapped, and Older Persons	7.15
C8	35	Home-Based Guidance: Involving Significant Others in the Guidance and Counseling Process	7.15
A8	52	Develop Guidelines For Needs Assessment Techniques and Practices	7.10
B3	55	Resources: Organizing in Order to Make Full Use of Career Guidance Programs	7.10
C34	80	Obtain and Share Education, Training, Employment Trends, Labor Market, and Career Resources Information	7.05
A1	62	Career Guidance Program Change: Identifying and Planning for Alternatives	7.00
D6	49	Design, Conduct, Analyze, and Report the Assessment of Individual and Program Outcomes	6.95
D8	46	Implement Public Relations Efforts Which Promote Career Development Activities and Services	6.95

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF
POSTSECONDARY CAREER COUNSELORS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
A10	56	Assess the Effectiveness of Career Development Programs	6.90
C42	73	Use Computer-Based Career Information Systems	6.90
B6	40	Administrative Mechanism: Using and Compyling with Public Policy for Improved Career Guidance Programs	6.85
C47	42	Inform and Recruit Students For 2+2+2 Programs	6.80
A12	46	Prepare Proposals, Budgets, and Timelines for Career Development Programs	6.75
A19	46	Assist Staff in Understanding How to Incorporate Career Development Concepts into Their Offerings to Program Participants	6.75
C3	71	Computerized Career Guidance: Conducting Computer-Assisted Program Alternatives	6.75
A3	50	Career Development Theory: Establishing a Rationale for Program Development	6.70
A2	48	Career Guidance Program Development Team: Organization of Key Personnel	6.65
B4	43	Public Relations & Community Involvement: Improved Career Guidance Program Resources	6.65
D3	52	Logistical Support: Ensuring Availability of Supplies and Services for the Guidance Program	6.65
A11	41	Identify Staff Competencies for Effective Career Development Programs	6.60
C37	80	Obtain and Share Current Employment Information and Career Planning Materials	6.55
C44	78	Use Alternative Approaches to Career Planning Needs for Individuals with Specific Needs	6.55
C35	76	Apply Basic Concepts Related to Career Counseling Such As Career Development, Career Progression, and Career Patterns	6.50
C5	54	Job Placement and Referral: Linking the Career Guidance Program and the Community	6.50

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF POSTSECONDARY CAREER COUNSELORS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
C7	61	Career Resource Centers: Coordinating Career Information and Related Activities	6.50
D1	54	Program Operations: Ensuring the Successful Operation of a Career Guidance Program	6.50
A6	58	Implementation Strategies: Selecting Objective-Based Career Guidance Activities	6.40
A5	62	Client and Environment Needs: Determining Current Status and Desired Outcomes of Career Guidance Program	6.35
C4	41	Curriculum-Based Guidance: Infusing Career Guidance Into Instruction.	6.35
A7	58	Identify Program Designs That Can Be Used In Organizing Career Development Programs	6.20
C26	71	Use Group Counseling Techniques to Assist Individuals with Career Decisions and Career Development Plans	6.15
C15	68	Enhance Understanding of Individuals with Disabilities	6.05
D7	61	Implement Individual and Group Programs in a Variety of Areas Such As Assessment Decision Making, Job Seeking, Career Information, and Career Counseling	6.00
A16	62	Identify Assessment Resources Appropriate for Specific Situations and Populations	5.95
A17	47	Evaluate Assessment Resources and Techniques Related So That Their Validity, Reliability, and Relationships to Race, Gender, Age, and Ethnicity Can Be Determined	5.95
A18	39	Identify Consulting Strategies and Consulting Models	5.90
C13	44	Ethical and Legal Standards: Developing a Code of Ethics For Career Guidance Personnel	5.90
A4	58	Career Guidance Program Planning: Building a Model Through Goals and Objectives	5.85
C32	72	Assist Individuals in Preparing for Multiple Roles Throughout Their Lives	5.85

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF
POSTSECONDARY CAREER COUNSELORS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
C16	75	Meet Initial Guidance Needs of Older Adults	5.75
C18	57	Identify Development Issues Individuals Address Throughout the Life Span	5.70
C21	64	Assist Individuals in Developing Role Relationships That Will Facilitate Personal, Family, and Career Development	5.70
C11	46	Pilot Testing: Trying Out Career Guidance Activities	5.65
C20	77	Assist Individuals in Career Decision-Making Assist Students in Making the Transition from Education to Work	5.65
C9	62	Consultation: Conferring with Others to Ensure Meeting Clients' Career Development Needs	5.65
A20	47	Consult with Influential Parties Such as Employers, Community Groups and the General Public	5.55
C46	62	Recruit Students For On-Going Programs	5.55
C17	65	Create and Use Individual Career Development Plan	5.45
C27	82	Assist Individuals in Identifying Influencing Factors in Career-Decision Making, Such As Family, Friends, Educational Opportunities, and Finances	5.45
C36	76	Understand Changing Gender Roles and How These Impact on Work, Family, and Leisure	5.45
C14	75	Emphasize Career Guidance in Nontraditional Careers	5.40
C2	61	Tutoring: Individualizing Career Guidance Program Activities	5.40
C28	68	Assist Individuals in Changing Biased Attitudes that Stereotype Others by Gender, Race, Age, and Culture	5.30
C29	79	Assist Individuals in Understanding the Relationship Between Interpersonal Skills and Success in the Workplace	5.20

TABLE 2 (continued)

PROFESSIONAL DEVELOPMENT NEEDS OF
POSTSECONDARY CAREER COUNSELORS

Statement Number	Valid Cases	Competency/Task Statement	Adjusted Need Index
C30	83	Assist Individuals in Setting Goals and Identifying Strategies for Reaching Goals	5.20
C31	81	Assist Individuals in Continually Reassessing Their Goals, Values, and Career Decisions	5.20
A15	67	Identify Proven Assessment Techniques and Measures of Skills, Abilities, Aptitudes, Interests, Values, and Personalities	5.15
C19	88	Apply Counseling and Career Development Techniques	5.05
C43	78	Administer, Interpret, and Personalize Assessment Data in Relation to the Career Development Needs of the Individual	5.00
C50	66	Provide Career Counseling To High School Students Attending College Courses	5.00
C22	82	Interact Effectively with Individual Different Cultures	4.75
C25	83	Use Individual Counseling Techniques to Assist Individuals In Planning an Educated Career Development Program	4.50
C49	72	Teach Orientation Classes	4.40
C1	83	Counseling: Providing Career Counseling To Individuals and Groups	4.20
C24	86	Use Individual Counseling Techniques to Assist Individuals With Career Decisions	3.90
C23	83	Build Productive Relationships with Clients	3.75
C10	60	Equity and Client Advocacy: Representing Clients in a Nonstereotyped Atmosphere	3.50
C48	55	Administer Pre-Admission Testing	2.45

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The data for this phase of the study were obtained from postsecondary career counselors. The career counselors were surveyed to determine their present level of development and their desired level of development for 92 competency/task statements. The questionnaire used in conducting the professional needs assessment also obtained biographical data of the respondents. The biographical data was collected in the areas of educational attainment, experience, professional improvement, and satisfaction with local institutional staff development activities.

It was found that twenty-one percent of the responding counselors had previously been employed as a teacher of a secondary vocational program. Sixty-eight percent of the career counselors had wage earning experience in business, industry, or government. Fifteen percent of the counselors were pursuing a doctorate.

Seventy-three percent of the responding counselors had completed a professional development course in technical/vocational education. Six percent of the respondents had completed fifteen or more professional vocational (technical/vocational) education courses. Seventy-six percent of the responding counselors had not completed a professional vocational teacher education course during the past two years.

In replying to the question, "Do you feel that the present in-service staff development efforts in your institution are adequate?", fifty-four percent of the respondents (N = 100) replied with a "No". Also, only thirty-six percent of the respondents (N = 94) felt that the institution provided useful assistance in developing a personalized plan for professional development.

The respondents to the professional development needs assessment questionnaire indicated a need for professional development for every one of the ninety-two competency/task statements on the questionnaire. Thirty-five percent of the statements that composed the upper quartile of the statements ranked in descending order were related to the implementation of career guidance programs.

Conclusions

A number of conclusions may be drawn from the findings of this study. The considered judgement of the respondents regarding their perception of their present level and desired level of development is an effective approach for identifying the professional development needs of current postsecondary technical/vocational career counselors. The biographical data compiled provides a profile of the respondents' educational attainment, experience, and perception of institutional effectiveness as related to faculty development. Following are specific conclusions resulting from this endeavor.

1. The professional needs assessment questionnaire was a satisfactory method of securing data to be used in management decisions for priority personnel development activities at both the state and local levels.
2. The responses indicated that there was a desire by all of the respondents for professional development in order to carry out the mission of the institution and achieve the objectives of postsecondary technical/vocational education.
3. The ranking of the competency/task statements in descending order by need index provides an appropriate database for the development

of preservice and inservice professional development activities for postsecondary career counselors.

4. The development and implementation of professional development activities based on the assessed needs can improve the ability of postsecondary career counselors to meet the needs of special populations as defined in PL 101-392 (Carl Perkins II).
5. The effectiveness of most two-year postsecondary institutions in the area of faculty development can be increased by state-wide personnel development activities which address the identified professional development needs of the postsecondary career counselors.

Recommendations

The following recommendations are listed for consideration of the Texas Higher Education Coordinating Board and the Texas State Board for Vocational Education.

1. Since all of the ninety-two competency/task statements were selected by the respondents as statements for which professional development was desired, it is recommended that the funds available to the state under the provisions of PL 101-392 be used to develop and conduct professional development on a statewide basis for postsecondary career counselors.
2. Vocational teacher and counselor education institutions should be encouraged through funded projects to develop, using the ninety-two

competencies ranked in order of need, and conduct graduate courses for practicing and potential of postsecondary career counselors.

3. Staff of the Texas Higher Education Coordinating Board should use the list of identified professional development needs to design and fund requests for proposals for the professional development of postsecondary career counselors.

4. Finally, it is recommended that a similar assessment of the professional development needs of instructors of all other postsecondary technical/vocational programs, not previously assessed, be completed next year.

APPENDICES

APPENDIX A

JOB INVENTORY SURVEY

JOB INVENTORY

Postsecondary Career Guidance Counselor's Task List		Page 1 of 10
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average

Category A: Guidance Program Planning

A-1	Career Guidance Program Change: Identifying and Planning for Alternatives		
A-2	Career Guidance Program Development Team: Organization Key Personnel		
A-3	Career Development Theory: Establishing A Rationale for Program Development		
A-4	Career Guidance Program Planning: Building a Model Through Goals and Objectives		
A-5	Client and Environment Needs: Determining Current Status and Desired Outcomes of Career Guidance Program		
A-6	Implementation Strategies: Selecting Objective-Based Career Guidance Activities		
A-7	Identify Program Designs That Can Be Used in Organizing Career Development Programs		
A-8	Develop Guidelines For Needs Assessment Techniques and Practices		
A-9	Implement Management Concepts, Leadership Styles, and Techniques to Bring About Needed Change		
A-10	Assess the Effectiveness of Career Development Programs		
A-11	Identify Staff Competencies for Effective Career Development Programs		
A-12	Prepare Proposals, Budgets, and Timelines for Career Development Programs		

Postsecondary Career Guidance Counselor's Task List		Page 2 of 10
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category A: Guidance Program Planning (continued)		
A-13 Develop Procedures for Program Adoption and Planned Change Strategies		
A-14 Identify Barriers Affecting the Implementation of Career Development Programs		
A-15 Identify Proven Assessment Techniques and Measures of Skills, Abilities, Aptitudes, Interests, Values, and Personalities		
A-16 Identify Assessment Resources Appropriate for Specific Situations and Populations		
A-17 Evaluate Assessment Resources and Techniques Related so that Their Validity, Reliability, and Relationships to Race, Gender, Age, and Ethnicity Can Be Determined		
A-18 Identify Consulting Strategies and Consulting Models		
A-19 Assist Staff in Understanding How to Incorporate Career Development Concepts into Their Offerings to Program Participants		
A-20 Consult with Influential Parties Such as Employers, Community Groups and the General Public		
A-21 Convey Program Goals and Achievements to Legislators, Professional Groups, and other Key Leaders		
A-22 Identify Unique Career Planning Needs of Minorities, Women, the Handicapped, and Older Persons		
A-23 Identify Community Resources and Establish Linkages to Assist Adults with Specific Needs		

Postsecondary Career Guidance Counselor's Task List		Page 3 of 10
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IP DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category A: Guidance Program Planning (continued)		
A-24 Identify Differing Cultural Values and Their Relationship to Work Values		
Category B: Supporting		
B-1 Legislation: Influencing Public Policies for Improved Career Guidance Programs		
B-2 Proposal Writing: Obtaining New Funding For Career Guidance Programs		
B-3 Resources: Organizing in Order to Make Full Use of Career Guidance Program Resources		
B-4 Public Relations & Community Involvement: Improving Career Guidance Program Resources		
B-5 Staff Development: Improving Career Guidance Program Development Through Staff Learning Activities		
B-6 Administrative Mechanisms: Using and Complying with Public Policy for Improved Career Guidance Programs		
Category C: Implementing		
C-1 Counseling: Providing Career Counseling To Individuals and Groups		
C-2 Tutoring: Individualizing Career Guidance Program Activities		
C-3 Computerized Career Guidance: Conducting Computer-Assisted Program Alternatives		

Postsecondary Career Guidance Counselor's Task List		Page 4 of 10
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category C: Implementing (continued)		
C-4 Curriculum-Based Guidance: Infusing Career Guidance into Instruction		
C-5 Job Placement and Referral: Linking the Career Guidance Program and the Community		
C-6 Follow-Through and Follow-Up: Facilitating Technical/ Vocational Program Leavers/Completers Adjustment and Guidance Program Improvement		
C-7 Career Resource Centers: Coordinating Guidance Program Career Information and Related Activities		
C-8 Home-Based Guidance: Involving Significant Others in the Guidance and Counseling Process		
C-9 Consultation: Conferring with Others to Ensure Meeting Clients' Career Development Needs		
C-10 Equity and Client Advocacy: Representing Clients in a Nonstereotyped Atmosphere		
C-11 Pilot Testing: Trying Out Career Guidance Activities		
C-12 Research: Studying Career Guidance Research Issues and Practice		
C-13 Ethical and Legal Standards: Developing A Code of Ethics For Career Guidance Personnel		
C-14 Emphasize Career Guidance in Nontraditional Careers		
C-15 Enhance Understanding of Individuals with Disabilities		

Postsecondary Career Guidance Counselor's Task List		Page 5 of 10
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category C: Implementing (continued)		
C-16 Meet Initial Guidance Needs of Older Adults		
C-17 Create and Use Individual Career Development Plan		
C-18 Identify Developmental Issues Individuals Address Throughout the Life Span.		
C-19 Apply Counseling and Career Development Techniques		
C-20 Assist Individuals in Career Decision Making Assist Students in Making the Transition from Education to Work		
C-21 Assist Individuals in Developing Role Relationships That Will Facilitate Personal, Family, and Career Development		
C-22 Interact Effectively with Individual of Different Cultures		
C-23 Build Productive Relationships with Clients		
C-24 Use Individual Counseling Techniques to Assist Individuals With Career Decisions		
C-25 Use Individual Counseling Techniques to Assist Individuals in Planning an Educated Career Development Program		
C-26 Use Group Counseling Techniques to Assist Individuals with Career Decisions and Career Development Plans		
C-27 Assist Individuals in Identifying Influencing Factors in Career Decision Making, Such As Family Friends, Educational Opportunities, and Finances		
C-28 Assist Individuals in Changing Biased Attitudes that Stereotype Others by Gender, Race, Age, and Culture		

Postsecondary Career Guidance Counselor's Task List		Page 6 of 10
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category C: Implementing (continued)		
C-29 Assist Individuals in Understanding the Relationship Between Interpersonal Skills and Success in the Workplace		
C-30 Assist Individuals in Setting Goals and Identifying Strategies For Reaching Goals		
C-31 Assist Individuals in Continually Reassessing Their Goals, Values, and Career Decisions		
C-32 Assist Individuals in Preparing for Multiple Roles Throughout Their Lives		
C-33 Identify Changes Taking Place in the Economy, Society, and Job Market		
C-34 Obtain and Share Education, Training, Employment Trends, Labor Market, and Career Resources Information.		
C-35 Apply Basic Concepts Related to Career Counseling Such As Career Development, Career Progression, and Career Patterns		
C-36 Understand Changing Gender Roles and How These Impact on Work, Family, and Leisure		
C-37 Obtain and Share Current Employment Information and Career Planning Materials		
C-38 Inform Individuals of Employment-Related Requirements Such As Labor Laws, Licensing, Credentialing and Certification		
C-39 Maintain Linkage with State and Local Referral Services or Agencies for Job, Financial, Social, and Personal Service		

Postsecondary Career Guidance Counselor's Task List		Page 7 of 10
The task you perform now (✓) In the "Time Spent" column, rate only those tasks you have checked (✓) in your present assignment 1. Check (✓) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (✓) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (✓)	Check ✓ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category C: Implementing (continued)		
C-40 Compile Information on Federal and State Legislation that May Influence Career Development		
C-41 Use Career Development Resources and Techniques Designed for Specific Groups		
C-42 Use Computer-Based Career Information Systems		
C-43 Administer, Interpret, and Personalize Assessment Data in Relation to the Career Development Needs of the Individual		
C-44 Use Alternative Approaches to Career Planning Needs for Individuals with Specific Needs		
C-45 Find Appropriate Methods or Resources to Communicate with Limited English Proficient Individuals		
Category D: Operating		
D-1 Program Operations: Ensuring the Successful Operation of a Career Guidance Program		
D-2 Professional Growth: Ensuring Continuous Growth in the Career Development of Guidance Program Staff		
D-3 Logistical Support: Ensuring Availability of Supplies and Services for the Guidance Program		
D-4 Information Processing: Organizing For Effective Guidance Program Information Flow		

Postsecondary Career Guidance Counselor's Task List		Page 8 of 10
The task you perform now (√) In the "Time Spent" column, rate only those tasks you have checked (√) in your present assignment 1. Check (√) only those tasks which you perform in your present assignment. 2. Do not rate any tasks until you have checked (√) each task that you perform. 3. Use numbers "1" through "7" to indicate the amount of time you spent on each task which you have checked. (√)	Check √ IF DONE NOW	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average
Category D: Operating (continued)		
D-5 Identify, Devleop, and Use Record Keeping Methods		
D-6 Design, conduct, analyze, and Report the Assessment of Individual and Program Outcomes		
D-7 Implement Individual and Group Programs in a Variety of Areas Such As Assessment Decision Making, Job Seeking, Career Information and Career Counseling		
D-8 Implement Public Relations Efforts which Promote Career Development Activities and Services		
D-9 Establish linkages with Community-Based Organizations		
Category E: Evaluating		
E-1 Evaluation: Determining Effectiveness of Carer Guidance Program Components and Program Impact		
E-2 Evaluation-Based Decisions: Communicating and Using Evaluation Results for Improving Career Guidance Programs		

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Postsecondary Career Guidance Counselor's Task List	Page 9 of 10
First, write in all tasks that you perform that were not listed on the previous pages. Second, use the numbers "1" through "7" to indicate the amount of time you spent on each task which you have written in below.	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average

Postsecondary Career Guidance Counselor's Task List	Page 10 of 10
First, write in all tasks that you perform that were not listed on the previous pages. Second, use the numbers "1" through "7" to indicate the amount of time you spent on each task which you have written in below. After you have completed the first and and second steps, write in any tasks not previously listed (on the survey or by you) that you feel a person in your position should perform to improve technical/vocational education.	Estimated time spent on task in your assignment this year. 1. Very much below average 2. Below average 3. Slightly below average 4. Average 5. Slightly above average 6. Above average 7. Very much above average

APPENDIX B

NEEDS ASSESSMENT QUESTIONNAIRE FOR POSTSECONDARY CAREER COUNSELORS

PROFESSIONAL IMPROVEMENT NEEDS
ASSESSMENT QUESTIONNAIRE FOR POSTSECONDARY
CAREER GUIDANCE COUNSELORS

BACKGROUND INFORMATION

1. Position:

What is the title of your present position?

_____

2. Education:

a. Please check (✓) your highest level of educational attainment.

High School/GED ___ Technical Diploma ___ Associate's Degree ___

Bachelor's ___ Master's ___ Doctorate ___

b. Major or emphasis of degree: Bachelor's _____

Master's _____ Doctorate _____

3. Experience:

a. Please check (✓) the statement that best describes your employment in education.

a-1. Secondary teacher

Academic	No. of Years	Technical/ Vocational
____	1 - 5	_____
____	6 - 10	_____
____	11 or more	_____

a-2. Postsecondary instructor

Academic	No. of Years	Technical/ Vocational
____	1 - 5	_____
____	6 - 10	_____
____	11 or more	_____

Administrator/Supervisor

a-3. Secondary	No. of Years	a-4. Postsecondary
_____	1 - 5	_____
_____	6 - 10	_____
_____	11 or more	_____

Other: (specify position and years employed):

_____

_____

_____

b. Please check (✓) the statement that best describes your previous employment outside the field of education.

b-1. Employed by Business, Industry or Government (include military)	No. of Years	b-2. Self Employed
_____	1 - 5	_____
_____	6 - 10	_____
_____	11 or more	_____

4. Please list a maximum of six college courses which you feel especially prepared you for your present position.

_____ _____

_____ _____

_____ _____

5. What college courses have you completed or workshops you have attended since being employed in your present position that have been most beneficial to you in carrying out your assigned responsibilities? (Do not list more than six).

_____ _____

_____ _____

_____ _____

6. If you are presently working on a degree please check (✓) the degree on which you working.

Bachelor's ___ Master's ___ Doctorate ___

7. If you are not presently pursuing a degree, but you do plan or desire to pursue a higher degree, please place a check (✓) in the blank by the degree you desire to obtain.

Bachelor's ___ Master's ___ Doctorate ___

8. How many <u>professional vocational teacher</u> education courses have you completed and for which you have earned college credit? (Example: Methods of teaching vocational education; Curriculum Development; Administration/Supervision of Vocational Education; Career Counseling; Career Aptitude testing). Do not include subject content or technical courses!

Please check (✓) the most appropriate answer.

___ None ___ 7 - 9 courses

___ 1 - 3 courses ___ 10 - 15 courses

___ 4 - 6 courses ___ More than 16 courses

9. How many of the courses which you checked (✓) in response to question 8 have you completed during the past two years?

___ None ___ 1 course ___ 2 courses ___ 3 courses

___ 4 or more courses

10. Are technical/vocational faculty (includes administrators and career counselors) at your institution required to participate in professional improvement activities?

___ Yes ___ No

11. Do you feel that the present in-service staff development efforts in your institution are adequate? ___ Yes ___ No

12. Are faculty in your institution provided <u>useful</u> assistance in developing a personalized plan for professional improvement? ___ Yes ___ No

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Examples:		
Y	N	a. Establish school admission requirements	1 2 3 4 5	1 2 3 4 5
Y	N	b. Plan 2+2 programs	1 2 3 4 5	1 2 3 4 5
		Category A: Guidance Program Planning		
Y	N	A-1 Career Guidance Program Change: Identifying and Planning for Alternatives	1 2 3 4 5	1 2 3 4 5
Y	N	A-2 Career Guidance Program Development Team: Organization of Key Personnel	1 2 3 4 5	1 2 3 4 5
Y	N	A-3 Career Development Theory: Establishing a Rationale for Program Development	1 2 3 4 5	1 2 3 4 5
Y	N	A-4 Career Guidance Program Planning: Building a Model Through Goals and Objectives	1 2 3 4 5	1 2 3 4 5
Y	N	A-5 Client and Environment Needs: Determining Current Status and Desired Outcomes of Career Guidance Program	1 2 3 4 5	1 2 3 4 5
Y	N	A-6 Implementation Strategies: Selecting Objective-Based Career Guidance Activities	1 2 3 4 5	1 2 3 4 5
Y	N	A-7 Identify Program Designs That Can Be Used In Organizing Career Development Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-8 Develop Guidelines For Needs Assessment Techniques and Practices	1 2 3 4 5	1 2 3 4 5
Y	N	A-9 Implement Management Concepts, Leadership Styles, and Techniques to Bring About Needed Change	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS (continued)

Applicable Yes	Applicable No		Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
			Category A: Guidance Program Planning (continued)		
Y	N	A-10	Assess the Effectiveness of Career Development Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-11	Identify Staff Competencies for Effective Career Development Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-12	Prepare Proposals, Budgets, and Timelines for Career Development Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-13	Develop Procedures for Program Adoption and Planned Change Strategies	1 2 3 4 5	1 2 3 4 5
Y	N	A-14	Identify Barriers Affecting the Implementation of Career Development Programs	1 2 3 4 5	1 2 3 4 5
Y	N	A-15	Identify Proven Assessment Techniques and Measures of Skills, Abilities, Aptitudes, Interests, Values, and Personalities	1 2 3 4 5	1 2 3 4 5
Y	N	A-16	Identify Assessment Resources Appropriate for Specific Situations and Populations	1 2 3 4 5	1 2 3 4 5
Y	N	A-17	Evaluate Assessment Resources and Techniques Related So That Their Validity, Reliability, and Relationships to Race, Gender, Age, and Ethnicity Can Be Determined	1 2 3 4 5	1 2 3 4 5
Y	N	A-18	Identify Consulting Strategies and Consulting Models	1 2 3 4 5	1 2 3 4 5
Y	N	A-19	Assist Staff in Understanding How to Incorporate Career Development Concepts into Their Offerings to Program Participants	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS (continued)

Applicable Yes	Applicable No		Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
			Category A: Guidance Program Planning (continued)		
Y	N	A-20	Consult with Influential Parties Such as Employers, Community Groups and the General Public	1 2 3 4 5	1 2 3 4 5
Y	N	A-21	Convey Program Goals and Achievements to Legislators, Professional Groups, and other Key Leaders	1 2 3 4 5	1 2 3 4 5
Y	N	A-22	Identify Unique Career Planning Needs of Minorities, Women, the Handicapped, and Older Persons	1 2 3 4 5	1 2 3 4 5
Y	N	A-23	Identify Community Resources and Establish Linkages to Assist Adults with Specific Needs	1 2 3 4 5	1 2 3 4 5
Y	N	A-24	Identify Differing Cultural Values and Their Relationship to Work Values	1 2 3 4 5	1 2 3 4 5
			Category B: Supporting		
Y	N	B-1	Legislation: Influencing Public Policies for Improved Career Guidance Programs	1 2 3 4 5	1 2 3 4 5
Y	N	B-2	Proposal Writing: Obtaining New Funding For Career Guidance Programs	1 2 3 4 5	1 2 3 4 5
Y	N	B-3	Resources: Organizing in Order to Make Full Use of Career Guidance Program Resources	1 2 3 4 5	1 2 3 4 5
Y	N	B-4	Public Relations & Community Involvement: Improved Career Guidance Program Resources	1 2 3 4 5	1 2 3 4 5
Y	N	B-5	Staff Development: Improving Career Program Development Through Staff Learning Activities	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS (continued)

Applicable		Task/Competency Statement	Present level of competency	Desired level of competency
Yes	No		Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
		Category B: Supporting		
Y	N	B-6 Administrative Mechanism: Using and Complying with Public Policy for Improved Career Guidance Programs	1 2 3 4 5	1 2 3 4 5
		Category C: Implementing		
Y	N	C-1 Counseling: Providing Career Counseling To Individuals and Groups	1 2 3 4 5	1 2 3 4 5
Y	N	C-2 Tutoring: Individualizing Career Guidance Program Activities	1 2 3 4 5	1 2 3 4 5
Y	N	C-3 Computerized Career Guidance: Conducting Computer-Assisted Program Alternatives	1 2 3 4 5	1 2 3 4 5
Y	N	C-4 Curriculum-Based Guidance: Infusing Career Guidance Into Instruction	1 2 3 4 5	1 2 3 4 5
Y	N	C-5 Job Placement and Referral: Linking the Career Guidance Program and the Community	1 2 3 4 5	1 2 3 4 5
Y	N	C-6 Follow-Through and Follow-Up: Facilitating Technical/Vocational Program Leavers/Completers Adjustment and Guidance Program Improvement	1 2 3 4 5	1 2 3 4 5
Y	N	C-7 Career Resource Centers: Coordinating Career Information and Related Activities	1 2 3 4 5	1 2 3 4 5
Y	N	C-8 Home-Based Guidance: Involving Significant Others in the Guidance and Counseling Process	1 2 3 4 5	1 2 3 4 5
Y	N	C-9 Consultation: Conferring with Others to Ensure Meeting Clients' Career Development Needs	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category C: Implementing (continued)		
Y	N	C-10 Equity and Client Advocacy: Representing Clients in a Nonstereotyped Atmosphere	1 2 3 4 5	1 2 3 4 5
Y	N	C-11 Pilot Testing: Trying Out Career Guidance Activities	1 2 3 4 5	1 2 3 4 5
Y	N	C-12 Research: Studying Career Guidance Research Issues and Practices	1 2 3 4 5	1 2 3 4 5
Y	N	C-13 Ethical and Legal Standards: Developing a Code of Ethics For Career Guidance Personnel	1 2 3 4 5	1 2 3 4 5
Y	N	C-14 Emphasize Career Guidance in Nontraditional Careers	1 2 3 4 5	1 2 3 4 5
Y	N	C-15 Enhance Understanding of Individuals with Disabilities	1 2 3 4 5	1 2 3 4 5
Y	N	C-16 Meet Initial Guidance Needs of Older Adults	1 2 3 4 5	1 2 3 4 5
Y	N	C-17 Create and Use Individual Career Development Plan	1 2 3 4 5	1 2 3 4 5
Y	N	C-18 Identify Development Issues Individuals Address Throughout the Life Span	1 2 3 4 5	1 2 3 4 5
Y	N	C-19 Apply Counseling and Career Development Techniques	1 2 3 4 5	1 2 3 4 5
Y	N	C-20 Assist Individuals in Career Decision-Making Assist Students in Making the Transition from Education to Work	1 2 3 4 5	1 2 3 4 5
Y	N	C-21 Assist Individuals in Developing Role Relationships That Will Facilitate Personal, Family, and Career Development	1 2 3 4 5	1 2 3 4 5
Y	N	C-22 Interact Effectively with Individual Different Cultures	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS (continued)

Applicable		Task/Competency Statement	Present level of competency	Desired level of competency
Yes	No		Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
		Category C: Implementing (continued)		
Y	N	C-23 **Build Productive Relationships with Clients**	1 2 3 4 5	1 2 3 4 5
Y	N	C-24 **Use Individual Counseling Techniques to Assist Individuals With Career Decisions**	1 2 3 4 5	1 2 3 4 5
Y	N	C-25 **Use Individual Counseling Techniques to Assist Individuals In Planning an Educated Career Development Program**	1 2 3 4 5	1 2 3 4 5
Y	N	C-26 **Use Group Counseling Techniques to Assist Individuals with Career Decisions and Career Development Plans**	1 2 3 4 5	1 2 3 4 5
Y	N	C-27 **Assist Individuals in Identifying Influencing Factors in Career Decision-Making, Such As Family, Friends, Educational Opportunities, and Finances**	1 2 3 4 5	1 2 3 4 5
Y	N	C-28 **Assist Individuals in Changing Biased Attitudes that Stereotype Others by Gender, Race, Age, and Culture**	1 2 3 4 5	1 2 3 4 5
Y	N	C-29 **Assist Individuals in Understanding the Relationship Between Interpersonal Skills and Success in the Workplace**	1 2 3 4 5	1 2 3 4 5
Y	N	C-30 **Assist Individuals in Setting Goals and Identifying Strategies for Reaching Goals**	1 2 3 4 5	1 2 3 4 5
Y	N	C-31 **Assist Individuals in Continually Reassessing Their Goals, Values, and Career Decisions**	1 2 3 4 5	1 2 3 4 5
Y	N	C-32 **Assist Individuals in Preparing for Multiple Roles Throughout Their Lives**	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category C: Implementing (continued)		
Y	N	C-33 Identify Changes Taking Place in the Economy, Society, and Job Market	1 2 3 4 5	1 2 3 4 5
Y	N	C-34 Obtain and Share Education, Training, Employment Trends, Labor Market, and Career Resources Information	1 2 3 4 5	1 2 3 4 5
Y	N	C-35 Apply Basic Concepts Related to Career Counseling Such As Career Development, Career Progression, and Career Patterns	1 2 3 4 5	1 2 3 4 5
Y	N	C-36 Understand Changing Gender Roles and How These Impact on Work, Family, and Leisure	1 2 3 4 5	1 2 3 4 5
Y	N	C-37 Obtain and Share Current Employment Information and Career Planning Materials	1 2 3 4 5	1 2 3 4 5
Y	N	C-38 Inform Individuals of Employment-Related Requirements Such As Labor Laws, Licensing, Credentialing and Certification	1 2 3 4 5	1 2 3 4 5
Y	N	C-39 Maintain Linkage with State and Local Referral Services or Agencies for Job, Financial, Social, and Personal Service	1 2 3 4 5	1 2 3 4 5
Y	N	C-40 Compile Information on Federal and State Legislation that May Influence Career Development	1 2 3 4 5	1 2 3 4 5
Y	N	C-41 Use Career Development Resources and Techniques Designed for Specific Groups	1 2 3 4 5	1 2 3 4 5
Y	N	C-42 Use Computer-Based Career Information Systems	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS (continued)

Applicable Yes	Applicable No	Task/Competency Statement	Present level of competency Low 1 2 3 4 5 High	Desired level of competency Low 1 2 3 4 5 High
		Category C: Implementing (continued)		
Y	N	C-43 Administer, Interpret, and Personalize Assessment Data in Relation to the Career Development Needs of the Individual	1 2 3 4 5	1 2 3 4 5
Y	N	C-44 Use Alternative Approaches to Career Planning Needs for Individuals with Specific Needs	1 2 3 4 5	1 2 3 4 5
Y	N	C-45 Find Appropriate Methods or Resources to Communicate with Limited English Proficient Individuals	1 2 3 4 5	1 2 3 4 5
Y	N	C-46 Recruit Students For On-Going Programs	1 2 3 4 5	1 2 3 4 5
Y	N	C-47 Inform and Recruit Students For 2+2+2 Programs	1 2 3 4 5	1 2 3 4 5
Y	N	C-48 Administer Pre-Admission Testing	1 2 3 4 5	1 2 3 4 5
Y	N	C-49 Teach Orientation Classes	1 2 3 4 5	1 2 3 4 5
Y	N	C-50 Provide Career Counseling To High School Students Attending College Courses	1 2 3 4 5	1 2 3 4 5
		Category D: Operating		
Y	N	D-1 Program Operations: Ensuring the Successful Operation of a Career Guidance Program	1 2 3 4 5	1 2 3 4 5
Y	N	D-2 Professional Growth: Ensuring Continuous Growth in the Career Development of Guidance Programs	1 2 3 4 5	1 2 3 4 5
Y	N	D-3 Logistical Support: Ensuring Availability of Supplies and Services for the Guidance Program	1 2 3 4 5	1 2 3 4 5

PROFESSIONAL NEEDS ASSESSMENT
OF
POSTSECONDARY CAREER GUIDANCE COUNSELORS (continued)

Applicable		Task/Competency Statement	Present level of competency	Desired level of competency
Yes	No		Low 1 2 3 4 5 High	Low 1 2 3 4 5 High
		Category D: Operating (continued)		
Y	N	D-4 Information Processing: Organizing For Effective Guidance Program Information Flow	1 2 3 4 5	1 2 3 4 5
Y	N	D-5 Identify, Develop, and Use Record Keeping Methods	1 2 3 4 5	1 2 3 4 5
Y	N	D-6 Design, Conduct, Analyze, and Report the Assessment of Individual and Program Outcomes	1 2 3 4 5	1 2 3 4 5
Y	N	D-7 Implement Individual and Group Programs in a Variety of Areas Such As Assessment Decision-Making, Job Seeking, Career Information, and Career Counseling	1 2 3 4 5	1 2 3 4 5
Y	N	D-8 Implement Public Relations Efforts Which Promote Career Development Activities and Services	1 2 3 4 5	1 2 3 4 5
Y	N	D-9 Establish Linkages With Community-Based Organizations	1 2 3 4 5	1 2 3 4 5
		Category E: Evaluating		
Y	N	E-1 Evaluation: Determining Effectiveness of Career Guidance Program Components and Program Impact	1 2 3 4 5	1 2 3 4 5
Y	N	E-2 Evaluation-Based Decisions: Communicating and Using Evaluation Results for Improving Career Guidance Programs	1 2 3 4 5	1 2 3 4 5